

Program Evaluation Self-Reflection and Goal Setting Tool for FCCH

This tool is specifically designed for early childhood program s/teams to use during the Program Evaluation (PE) process. The purpose of this tool is to help you think about/brainstorm and discuss current practices, evaluate short and long-term goals, and begin making improvements in your program.

Program Name _____ **Owner/Primary Caregiver Name** _____

Parent Survey Date _____ Personnel Survey Date _____

Health & Safety Checklist Date _____ Assessment Date (OQCCPS Self- Assessment, NAFCC Self- Study) _____

Review and reflect on Parent & Staff Survey results, Health & Safety Checklist, and Assessment results:

1. What impressed you most about your current practices?

2. What surprised you most about your current practices?

3. Were there any areas that stood out as changes that you could make?

4. What general areas do you want to start improving the quality of today?

5. Identify 3 specific goals to begin improvement:

Directions for filling out the chart below:

1. Prioritize the 3 goals you have identified above.
2. If you have staff, identify those with strong knowledge of this item and create a team.
3. Set a mutually agreed-upon date for team members to meet and brainstorm specifically about the identified goal; If you do not have staff, complete this program evaluation and goal setting process on your own.

Priority	Goals Identified	Team Members	Meeting Date
#1			
#2			
#3			

Program Evaluation Continuous Quality Improvement Plan for FCCH (CQIP)

Program Evaluation Brainstorming & Implementation Template

If you have others to work with, establish a date for brainstorming to create a plan of action, followed by a review. If you have others to work with, it is recommended that your workgroup start by working together to establish ground rules (such as all ideas are welcome and respected, everyone contributes); each group establishes their own ground rules.

Directions for Brainstorming Activity/Meeting:

1. Identify a **goal** from previous page.
2. Identify **professional resources** (such as *All About the ECERS-R, Caring for Our Children, Oklahoma’s Early Learning Guidelines*) and keep them at your fingertips along with parent & staff survey results, Health & Safety Checklist, and self-assessment results; record in the chart below.
3. Identify **why** the goal is important to your environment and the children and families you serve; record in the chart below.
4. If brainstorming alone, jot down on another paper all ideas you can think of for how to improve this item within your environment. If you have a workgroup, **talk, talk and talk** some more—about the goal and how to improve this item within your environment—and record ideas on another paper.
6. Create a **plan of action** and record in the chart; begin implementation within a realistic timeframe.
7. **Review the effectiveness** of the plan’s implementation within 2 weeks, 4 weeks, and 8 weeks, 3 months, 6 month and record Notes in the chart. Short term goals may be met in two months; longer-term goals need to be reviewed for a longer period of time to ensure consistent implementation. Continue to add to the plan with any additions, changes, or notes over time.

Below is a template Continuous Quality Improvement Plan; additional rows will likely be needed to fully outline action plan steps.

Goal	Professional Resources	Identification of WHY	Main Points of Discussion	Plan of Action (What, when, who)	Review of Effectiveness

Continuous Quality Improvement Plan (CQIP)

Goal	Leader	Professional Resources	Identification of WHY	Main Points of Discussion	Plan of Action (Who, What, When)	Review of Effectiveness

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